



An Evaluation of the Challenges of Technical and Vocational Skills Acquired by Graduates of the Federal Polytechnic Mubi in a Distressed Economy, for Poverty Alleviation of Nigerian Youths

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Abstract

The study was on an evaluation of the challenges of technical and vocational skills acquired by graduates of the federal polytechnic mubi in a distressed economy, for poverty alleviation of Nigerian youths. Challenges of technical and vocational education in Nigerian polytechnics e.g. Lack of Well-equipped workshops, inadequate teachers, Insecurity, Corrupt practices, Haphazard implementations of programmes and Poor funding were highlighted. Lack of community participation, Importance of skills acquisition, the economic front, Poverty, Approaches to poverty alleviation were other highlights. Programmes such as NAPEP were used to address the phenomenon, however, in these programmes, polytechnic graduates in Mubi were not involved. Population for the Study was 500 respondents, sample of 200 respondents were used for the Study. Area of the study was the Federal Polytechnic Mubi in Adamdwa State, Nigeria. 3 research questions were used to guide the study. Descriptive Survey Design and personal Observation was used for the Study, structured Questionnaire was the instrument used. Mean and standard deviation was used for the data analysis. Poor performances of graduates in the industries, High rate of unemployment, Lack of good infrastructures, Lack of social security, High living standard, Low industrial capacity utilization, High poverty level are some of the study findings. The study concludes among others that vocational and technical skills acquisition by citizens of nations are fast means of development of nation's economy. Lack of skilled vocational and technical manpower can provide serious gap in the development of under-developed nations like Nigeria. Vocational and technical education programmes and institutions should be enhanced, governed and administered by technical and vocational educators' only and not by general education educators and in situations where such exist, it should be corrected; are some of the study recommendations.

Keywords: *Evaluation, Technical/Vocational skills, Polytechnics graduates, Distressed Economy, Nigeria.*

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Background of the Study

The term evaluation has been defined by many authors in different perspectives. (Okoro, 2006), define evaluation as an appraisal of the worth or value of a thing or an action and the making of an appropriate decision on the basis of such an appraisal. On the other hand, Nworgu (2003), explained the term evaluation as a process by which variety of instruments were used to access the goals, aims and objectives associated with estimation management of learning experiences. According to (Coombs, 2008), evaluation is the process of establishing the value of behavioural change in students and it determines how much knowledge, skills and attitudes students had acquired or obtained in a measurement processes.

Skills acquired in formal school system are viewed as technical skills. Adegbenjo (2008) advocates that technical education (TE) is that which passes to individuals useful and usable skills to make individuals self-reliance; thus, technical skills are skills acquired via technical education in formal school system. Vocational education (VE) is facet of technical education that has more to do with practical work leading to a particular occupation or career (Aina, 2009). It provides activities for learning by doing and enables individuals' differences to be carted for in variety ways, lot more advantages abound in this type of educational programme in the course of learning such as willingness and eagerness of the learner and focusing talent effort upon the critical domestic issues of development, vocational education can provide rehabilitation needed for technological improvement in Nigeria's industries and society at large Wikipedia (2011).

(Osbon, 2006) explains that although the acquisition of skills is an aptitude for quick perception and quick solution of problems, all requirements for a good worker makes selection necessary. Continuing, furthermore, the acquisition of required occupational skills entail carefully and methodically prepared special courses of fairly long duration even for the performance of restricted number of operations.

In Nigeria, technical education programmes are run in formal schools such as vocational training centres, technical colleges, polytechnics and some few universities of technology. These institutions are established by the Federal Government, State Governments and Communities. Persons that successfully acquired skills in different courses in the Nigerian polytechnics are called graduates of Nigerian Polytechnics (Jen, 2002). The Nigerian polytechnics, also called colleges of technology, are the highest vocational and technical institutions in Nigeria. They are essentially post-secondary institutions that offer a two year course leading to the award of the National Diploma (ND) and an additional two year course leading to the award of the Higher National Diploma (HND). The two diploma courses are usually separated by a period of work experiences. The Nigerian Polytechnics offer many technician courses, notably: Auto-mobile Technology, Agricultural Technology, Building Technology, Civil engineering, Electrical Technology, Mechanical Engineering, Civil Engineering, Food science Technology and many more. The normal entry requirement include: SSCE, NECO, NABTEB, WAEC, C&G of London Institute or their equivalent, with not less than three (5) credit passes in science subjects including English language and mathematics (Shittu et.al, 2016).

The Polytechnics in Nigeria fill the needs for highly skilled technical personnel that can supervise and implement engineering designs and may even assist the professional engineer in the design process of jobs. Practical Industrial experience is necessary as part of the training programmes for polytechnics students. Industrial experience is expected to bear close relationship to classroom instructions so that the two can complement each other and the polytechnics Teachers should be university-trained engineers or technologists with a minimum of first degree qualification with a period of relevant industrial experience (Shittu et.al, 2016). Technical and vocational education is the education that prepares students for jobs and careers are based on mostly manual or practical activities, (Federal Republic of Nigeria, 2006).

There is no direct statistical formula that designates any economy as either “distressed” or “non-distressed”. However, some indices for distressed economy may be derived from dictionary definition of the word “distress”. The Oxford Advanced Learner's Dictionary (2007) defined distress as “cause of great pain, discomfort or sorrow; suffering caused by want of money or other necessities of life. From this definition, therefore, it is possible to ascribe certain characteristics to distressed economy as follows:-

1. An economy that does not support the minimum wage earning levels required for basic living as prescribed by the United Nations.
2. An economy with low industrial capacity utilization.
3. An economy with high level of unemployment.
4. An economy with low level of social security.
5. An economy with high child mortality rate.
6. An economy with low life expectancy.
7. An economy with poor social infrastructure
8. An economy with low level of industrial development.
9. An economy suffering from political insurgency and terrorism.
10. An economy with religious sentiment.
11. An economy with sectionalism.
12. An economy with tribalism.
13. An economy with high level of embezzlements.
14. An economy full of bribery and corrupt practices.
15. An economy with low level of health care delivery.
16. An economy with low level of road network.
17. An economy full of indiscipline citizens that hide under the umbrella of democracy.
18. An economy full of unpatriotic citizens that use democracy as weapon of destruction.
19. An economy with low level of portable water supply.
20. An economy with high level of mineral resources capacity underutilization.
21. An economy with high level of epileptic electric power supply etc.

Majority of African, Asian, and Latin American nations depicts these characteristics and may therefore be described as having distressed economies (DE). Nigeria is typically one of these Nations. Nigeria's distressed economy provides avenues for so many challenges in technical and vocational education today.

Statement of the Problem

Nigeria is one of the African countries that are making rapid technological advancement and so people have to be trained for few jobs that are available in manufacturing and service occupations. Areas such as car assembling, water supply, electricity equipment manufacturing services, computer services, digital electronics, building designs and construction all need skilled workers. Highly qualified persons trained in accordance with the principle of technical and vocational education (TVE) are needed for Nigerian advancing technology in this contemporary age.

The national policy on education for the Federal Republic of Nigeria (2004), explained that technical and vocational education is:-

1. An integral part of general education.
2. A means of preparing for occupational fields and for effective participation in the world of work.
3. An aspect of lifelong learning and preparation for responsible citizenship.
4. An instrument for promoting environmentally sound sustainable economic development.
5. A method of alleviating poverty among citizens.

Therefore, Technical and vocational education in Nigeria is aimed at inculcating Technical and vocational knowledge, attitudes, skills, values, and beliefs into an individual to assist him or her achieve a reasonable degree of competence in the various facets of everyday life. So, negligence of technical and vocational education in Nigeria by Nigerians will lead to shortage of medium and good quality, skilled technical and vocational manpower required in Nigeria's labour market to address the present Nigeria's distressed economy for national development.

In Nigeria today, technical and vocational education graduates from various technical and vocational institutions are vastly unemployed, coupled with poverty in the country and the performances of the few employed technical and vocational skilled graduates in the industries are poor. According to (Bloom, 2005), the situation calls for the enhancement of technical and vocational skills training institutions and Programmes across the country by the government, the private sector, trade unions and non-governmental organizations due to the great significance of the vocational and technical skills and Programmes the Institutions provide to Nigerian citizens.

It is against these backgrounds that the researchers decided to embark on an evaluation of the technical and vocational skills acquired by graduates of the Federal polytechnic Mubi on the poverty alleviation of Nigerian youths in a distressed economy.

Objectives of the Study

The main objective of the study is to evaluate the challenges of the technical and vocational skills acquired by the graduates of the federal polytechnic Mubi in a distressed economy, for poverty alleviation of Nigerian youths. The specific objectives are to evaluate: -

1. The technical and vocational skills, abilities and competences of both mental and physical nature of technical and vocational skilled graduates as necessary equipment for individuals to live productively in the Nigerian societies.
2. The effectiveness of technical and vocational skills training received by polytechnics graduates to tackle technical and vocational skills challenges in Nigeria's distressed economy.
3. The real implementation of technical and vocational skills curriculum and programmes for the purposes of addressing youth's unemployment and poverty level in the Nigeria's distressed economy.

Research Questions

1. What are the challenges of the technical and vocational skills acquired by the graduates of the federal polytechnic mubi in a distressed economy for poverty alleviation?
2. How competent were the federal polytechnic mubi graduates to live productively in the distressed economy of Nigerian societies?
3. How effective was the technical and vocational skills training received by the federal polytechnic mubi graduates to tackle technical and vocational skills challenges in the distressed economy of Nigeria?

Significance of the Study

The Study findings and Recommendations will help: -

1. To enhance the performances of technical and vocational education polytechnics graduates.
2. To enhance the ways of addressing youths unemployment.
3. To enhance poverty alleviation programmes level of implementations in Nigeria.
4. To enhance technical and vocational training institutions by the government, Trade Unions and private sectors in Nigeria.
5. To enhance the competency assessment of the polytechnics graduates in the labour market in Nigeria.

Literature Review

Theoretical Framework

The study can be based on facilitation theory (the humanistic approach) developed by Carl Rogers, cited in Garba (2004), which state that its basic premise as learning occurring by the educator acting as a facilitator, by establishing an atmosphere in which the learner feels comfortable to consider new ideas and not threatened by external factors. Consequently, effective facilitation effect experiential learning as described by Broacks as cited in Kolbs (2000). The theory asserts that without reflection, human beings would continue to repeat their mistakes; and that learning takes place via: Concrete experiences, Observations, Reflections and an abstract conceptualization as well as through active experiment.

The researchers had hinged this research study on the theories of vocational education principles developed by Prosser and Quigley (1949) as cited in Okoro (1993) as follows:

1. Technical and Vocational education will be efficient in proportion as the environment in which the learner was trained was a replica of the environment in which he/she must work.
2. Effective technical and vocational training can only be given where the training jobs are carried out in the same machines as in occupation itself.
3. Technical and Vocational education will be effective in proportion as it trains the individual directly and specifically in the thinking habits and the manipulative habits required in the occupation itself.
4. Technical and Vocational education will be effective in proportion as the instructor has had successful experience in the application of skills and knowledge to the operations and processes he/she undertakes to teach.
5. Occupation should have a minimum of productive ability which an individual must possess in order to secure or retain employment in that occupation. If vocational education is not carried to that point with that individual, it is neither personally or socially effective.

This theory stressed the significance of trained technical and vocational education teachers for effective teaching and learning of technical and vocational education.

Conceptual Framework

Vocational and technical education is any form of education whose primary purpose is to prepare persons for employment in recognized occupations (Ukairo, 2011). VTE is the sum totals of all education experiences systematically organized and presented by an institution to enable learners acquire basic productive and practical skills (Oharisi, 2007). Vocational and technical education, also called career and Technical Education, prepare students for jobs and careers that are based on mostly manual or practicable activities. The term does not apply to the development of professionals acquired via tertiary institutions. Vocational education is low on theoretical or academic activity and is generally related to learning a specific trade or occupation. It is sometimes referred to as technical education, as the learner directly develop skills in a particular trade that promotes considerable self-employment (Tolman, 2008).

Vocational and technical education teaches procedural knowledge for acquiring a skill or trade contrast with tertiary education that concentrates on researches, theories and abstract knowledge. Vocational and technical education provides instructions that are usually given to those who need employment in commerce and industry or in any type of enterprise that involves the use of tools and other machineries (NBTE, 2001). Prior to the Industrial Revolution, the apprenticeship system and the home were the principal sources of vocational and technical education and training. Since, the society has been forced by the decline of handwork and the pursuit of tertiary education to develop institutions of vocational and technical educations (Shuaibu, 2009). Today, vocational and technical education can be at the secondary or post-secondary level and can make appreciable use of apprenticeship or mentorship, under the British colonial government, vocational and

technical education in Nigeria initially was developed independently of the state, with bodies such as the City & Guilds examinations to offer certificates in vocational and technical subjects (Hakeem, 2011).

Vocational and technical education focuses on specific trades such as poultry farming, crop production, fish farming, automobile repairs or mechanic, welding, plumbing, electrical craftsmanship or electrician, hair dressing, tailoring, barbing, etc. and has until recently been associated with the activities of lower social class of people. As a result, it attracted a level of stigma in the past (Dike, 2005). However, with economic advancement and the demand for high levels of productivity and efficiency, vocational and technical education has become better appreciated; the labour market has become more specialized and nations are demanding high levels of skills at different levels (Onyewa, 2005). Government and businesses are increasingly investing in the future of vocational and technical education through publicity, funding, training organizations and subsidizing apprenticeship (Makunjuola, 2009). At the post-secondary level, vocational and technical education is typically provided by Polytechnics, institutions of technology or trade schools. Vocational and technical education has been diversified over the 20th century and now exists in industries, manufacturing, retailing, tourism, information technology, agriculture, cosmetics and cottage industries (Oranu, 2008). Generally, Technical and vocational education is used as a comprehensive term referring to those aspects of the education process involving in addition to general education, the study of technologies and related sciences as well as the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social lives of the people (Akninmoyewa, 2000).

The importance of skills acquisition in a society cannot be over-emphasized, according to Adegbenjo (2008), some among many of the benefits of skills acquisition includes:-

1. Gainful employment and attainment of high level living standards.
2. It improves and upgrades individuals' position in employment.
3. It makes an individual self-reliance.
4. It equips individuals with the capacity that is necessary for change of occupation or profession.

Technical and vocational skills acquisition (TVSA) promotes self-employment and is considered as vital requirement for the attainment of Millennium Development Goals by Nigeria and probably other third world countries (Garba, 2007). For this purpose, several schemes were developed in Nigeria, among the major schemes of vocational skills development are: -

1. Saturday Theory Classes (STC)
2. National Open Apprenticeship Scheme (NOAS)
3. Waste to Wealth Scheme (WWS)
4. School on Wheels Scheme (SWS) (UNICEF, 2000).

Technical and vocational education passes unto individuals' technical skills that can be used to alleviate poverty among the graduates of polytechnics and Nigerian un-employed youths. According to (Manil, 2010), poverty alleviation means improving the standards of living of the people both at rural and urban centres. In these areas, the effects of Poverty are felt in such areas as: - un-employment, low productivity, low income, mal-nutrition, lack of needs accesses, among others. The Nigerian National Planning Commission (2004) pointed out that poverty has many causes and all of which tends to re-enforce one another. It stated causes of poverty to include: Lack of essential services such as portable water, quality education, sound health care services and assets like land ownership; others are lack of tools, credit facilities, income and empowerment. (Goro, 2012), added that these causes of poverty can be salvaged through education, especially vocational and technical education programmes. Deliberate affirmative actions should be taken by the Federal, State and Local Governments for directing quality implementation of vocational and technical education programmes with an enhanced legislative backing.

In Nigeria, there are so many approaches that have been advanced by different governments at different times for poverty alleviation in a distressed economy. Such approaches were based on the following: - National Directorate of Employment (NDE) and National Poverty Eradication Programme (NAPEP) as examples. National Directorate of Employment (NDE) intervened directly in the following areas:-

1. Employment counselling services
2. Skills acquisition and entrepreneurship development training
3. Provision of transient jobs
4. Enterprise creation for trained beneficiaries (Kabir, 2002).

NAPEP was intended to eradicate the extreme poverty in a distressed economy of Nigeria by the year 2010, generally in line with the United Nations Millennium Development Goals (MDGs) of halving the proportion of people living in poverty by the year 2015. In order to achieve these aim, NAPEP designed the following schemes:-

1. National Resources Development and Conservation Scheme (NRDCS)
2. Youths Empowerment Scheme (YES)
3. Rural Infrastructure Development Scheme (RIDS)
4. Capacity Enhancement Scheme (CES)
5. Social Welfare Service Scheme (SOWESS)
6. Community Enlightenment and Sensitization Scheme (COMESS), (Olaitan et.al, 2000).

The achievement of the objectives of these programmes and schemes was not as expected due to a lot of constraints such as the effect of an epileptic power supply that is being experienced in Nigeria.

Public utilities, particularly electricity, must be available to guarantee both the training and application of vocational skills for national development. Legislation is also required to ensure that technically skilled workers are paid wages that are comparable to white-collar workers as is applicable in a developed economy. Sadly, in distressed economies of

the third world, there are no clear and workable policies in place for vocational education and technical training. Educational policies implementation in Nigeria, for example, is haphazard; the 6-3-3-4 education policy that was design to develop middle cadre technicians has collapsed and the performances of the graduates of the nation's polytechnics in the labour market are poor (*Wikipedia, 2001*).

According to (Shettima, 2012), insecurity is a situation in which people lives and properties are not secured due to danger and lack of peace. The unwanted killings being carried out by illegal members of terrorists organizations existing in all parts of Nigeria e.g. Niger-delta and Boko-Haram terrorists organizations has forced a lot of polytechnics and other technical institutions to close down; so also technical programmes and activities do come to a standstill positions e.g. that of oil companies bombing here and there in the country.

The indiscriminate kidnapping of students and burning of schools infrastructures by Boko-Haram terrorists in Northern Nigeria is a great treat and challenge to VTE in Nigeria, e.g. the burning of Federal Polytechnic Damaturu buildings in Yobe State. Nigerian polytechnics are the highest post-secondary technology education institutions that produce technical manpower to Nigerian industries. The absence of infrastructure such as workshops in VTE institutions in Nigeria can affect skills acquisition. Workshops are buildings meant for carrying out teaching and learning of skills, knowledge and attitudes in technical fields. Skills are taught, acquired and practiced in workshops. Workshops must be provided for adequate implementation or running of VTE learning and programmes (Shittu et. al, 2016).

The wise saying, “united we stand divided we fall” is typical of one of the challenges of lack of communities involvement in VTE. VTE is run in institutions established in some communities across Nigeria; the communities have some rich individuals that can render some help, such as finances, equipment, tools, build rented hostels for students and practical materials to the institutions. The involvement of these host communities in the provision of tools, materials, finances can promote cordial relationship, understanding and development between the VTE institutions and their host communities (*Wikipedia, 2001*).

Methodology

Research Design

The research is an evaluative study and the design adopted for the study was a descriptive survey. This survey design assisted the researchers to use questionnaires and personal observations.

Area of the Study

The area of the study was The Federal Polytechnic Mubi, located in Mubi. Mubi is an ancient city and at one time a national capital before the fall of Germany in 1945. It is currently the headquarters of Mubi north local government area of Adamawa State. Mubi lies in between latitudes 7° & 11° north and in between longitudes 11° & 14° easts, shearing an international boundary with the Cameroon Republic along its eastern side.

The Federal Polytechnic Mubi officially came into being by Decree of 1979 as federal polytechnic Yola. Practically began to run in August 1979 when the first Rector Mr F. E. J. Etim and the first registrar, Alhaji L.A Blogun assembled a team of less than ten full time academic and non-academic staff and twenty four national youth service corps members with the aim of operating Federal polytechnic, Yola with neither staff quarters, classrooms, laboratories, Students Hostels nor offices (Infrastructures).

Population of the Study

The study targeted academic and non-academic staff in the area of the study. Proportionate stratified random sampling technics was adopted for the study with a total population of 500 respondents. Sample of 200 respondents was used for the study.

Instrument for Data Collection

Structured questionnaire was used as the instrument and was constructed on the four-point Likert scale, with numerical values as shown below:

Strongly Agree (SA)	-	4 points
Agree (A)	-	3 points
Dis-agree (D)	-	2 points
Strongly Disagree (SD)	-	1 point

Method of Data Analysis

The interpretation of analysis used a decision rule with a cut-off point having upper and lower limit of the 4 point likert scale. An item with mean score that falls below 3.0 was rejected. The data collected was analysed using Mean and standard deviation. The study decision point was determined by the real limit of the four point lakert scale.

Research Question 1

What are the Challenges of the Technical and Vocational skills acquired by the Graduates of the Federal Polytechnic Mubi in a Distressed Economy for Poverty Alleviation?

Table 1:

Mean and Standard Deviation on the Challenges of the Technical and Vocational skills acquired by the Graduates of the Federal Polytechnic Mubi in a Distressed Economy for Poverty Alleviation.

S/N	Items	Mean \bar{X}	SD	Value	Remarks
1.	Inadequate consumable workshop Materials in the Institution.	3.40	0.73	2.50	Accepted
2.	Students not much exposed to practical lesson in the institution.	3.54	0.56	3.10	Accepted
3.	Dilapidated electricity supply in the institution.	3.44	0.70	2.51	Accepted
4.	Inadequate technologist and technicians in the institution.	3.30	0.80	2.33	Accepted
5.	Social insecurity in the area of the study.	3.50	0.73	2.60	Accepted
6.	Inadequate infrastructure in the institution.	3.54	0.80	2.61	Accepted
7.	Misappropriation of the institutions funds.	3.51	0.72	2.41	Accepted
8.	The effect of 2009 economic depression in the country.	3.60	0.83	2.70	Accepted
9.	Faulty implementation of technical and vocational skills acquisition programmes and policies in the institution.	3.50	0.84	2.71	Accepted
10.	Poor student's creativity abilities.	3.42	0.65	2.51	Accepted
11.	Poor industrial exposure of the students	3.60	0.55	3.00	Accepted

Data presented on table 1 Shows that the mean of all the eleven items in the table were the Challenges of the Technical and Vocational skills acquired by the Graduates of the Federal Polytechnic Mubi in a Distressed Economy for Poverty Alleviation. Among the Challenges were; -Inadequate infrastructure in the institution with a mean (\bar{x}) of 3.30, Faulty implementation of technical and vocational skills acquisition programmes and policies in the institution with a mean (\bar{x}) of 3.50, Poor student's creativity abilities with a mean (\bar{x}) of 3.42, Social insecurity in the area of the study with a mean (\bar{x}) of 3.50 among others.

Summary of Discussion of Findings

Technical and Vocational Skills acquired by the Federal Polytechnic Mubi Graduates in a Distressed Economy for Poverty Alleviation of the Nigerian Youths is faced with so many challenges, among which are:- the economic depression of 2009 being the massive loss of jobs and closure of many factories and industries. This is a global phenomenon, but its effect is more felt in the developing countries whose economies are distressed; and even in the best of times have been very vulnerable. It is widely believed that most of the ways out of the economic depression is for work forces around the world to return back to quality technical and vocational skills acquisition for production. An industrial capacity utilization nation like Nigeria, gives cause for concern. Technical and vocational training offers the best opportunity to produce an employable work force in any country.

The findings showed that underlying all other challenges of Technical and Vocational skills acquisition, there is a cankerworm called corruption that made almost all good initiatives fail not only in the area of the study, but in Nigeria as a whole. Misappropriation of the institutions funds have denied it the opportunity to grow and match her counterparts in other parts of this world. The industrial exposure of the students in the

course of learning the technical and vocational skills was inadequate, faulty implementation of policies and programmes in the school, Poor performances of technical and vocational skill graduates in the industries and other technical work sectors, High rate of unemployed technical and vocational skill graduates, Lack of good infrastructures in technical and vocational the institutions, Lack of social security, High living standard, Low industrial capacity utilization, High poverty level in the country generally and to top all, is the inadequacy of technologist and technicians among others.

Conclusion

Vocational and technical skills acquisition by citizens of a nation is a fast means of development of the nation's economy. Lack of skilled vocational and technical man-power provides a very serious gap in the development of under-developed nations like Nigeria. The Nigerian society lacks skilled technicians e.g. in the areas of bricklayers, carpenters, printer, auto mechanics, laboratory and pharmacy technician, electrical/electronic technicians, food processor and horticulturists as well as skilled vocational nurses, to mention but the very few examples; these group of workers are needed in the industries and other sectors of the nation's economy for economic growth and development. Nigerian government, trade unions, private sectors, as well as non-governmental organizations have significant roles to exhibit via their policies and programme to change this ugly phenomenon. The Nigerian government on her part has established some programmes such as: - NAPEP and NDE to address some of these phenomenon. In these programmes, polytechnic graduates were not involved. Polytechnic graduates should therefore be given financial assistance for them to establish their own businesses and not to wait for government to employ them. This will enable them to sell the skills acquired via the formal vocational and technical education for a log life occupation.

Recommendations

1. Government should provide lasting solution to the problem of generation, transmission and distribution of reliable electricity supply across the country.
2. Those charged with the responsibility of managing poverty eradication programmes should enhance the management processes of the programmes.
3. Technical and vocational institutions curriculum planners should enhance the present curriculum to include present societal and industrial demands.
4. Non-governmental organizations and wealthy Nigerians should establish small scale industries in towns and villages to reduce the un-employment rate of the youths in the country.
5. The government's current efforts via EFCC, ICPC and other similar commissions on the fight against corruption should be enhanced and maintained in order to stamp out corruption from the country.
6. Nigerian government should deal severely with political patronage which is the twin brother of corruption in the country.
7. Technical and vocational skills acquired graduates should be given some means of establishing private businesses in their locations by their locality elders and the rich amongst them.

8. Technical and vocational skills acquired graduates should on their own, provide capital via bank/community loans to establish small scale industries and discourage the over dependents on government for employment.
9. Government should investigate the activities of the established poverty alleviation programmes in the country and anyone found no longer yielding the expected aims should be scrapped or new ideas be injected into it.
10. Technical and vocational education curriculum planners should include the understanding of the basics of information communication technology (ICT) skills in the curriculum.
11. For the purpose of technological advancement, any increase in the number of technical institutions in the country should go with a corresponding increase in the quality and adequacy of technical teachers as well as the students' intake.
12. Community members, Leaders and all the three Government levels in Nigeria should join hands and fight the activities of all the terrorists' organizations in all parts of the country.
13. Technical and vocational programmes and institutions should be governed and administered by technical educators' not general education educators.

Suggestion for Further Research Study

The researcher's suggested the topic: The Challenges and Prospects of Technical and Vocational Skills acquired by Citizens in an economic recession of Nigeria.

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